

My goal as a music educator is to pass along my knowledge of and love for music to future generations. I teach because I know that music has enriched my life more than could have imagined as a beginner, and the hope that I can guide students toward this enrichment drives me to continue teaching. Music is not an innate skill and therefore requires teachers in order to thrive as an art form. I see it as my responsibility as a musician to ensure that the study of music continues to blossom for generations to come.

As a cellist and a teacher of cello lessons, I want to instill a love and respect for the cello in my students, but I see cultivating holistic musicianship as more important than simply developing technical skill. My students will see technical studies, etude books, sight-reading exercises, orchestral excerpts and solo pieces on the stand in our lessons, with the most attention paid to solo work. The practice goal for my students is to spend $\frac{1}{4}$ of practice time on scales, arpeggios and technical exercises; $\frac{1}{4}$ on orchestra music, chamber pieces, or other pieces they are playing; and $\frac{1}{2}$ on solo work. The amount of time required of each student depends on skill level, personal expectations, and planned course of study. A high school student planning on auditioning to be a music major might do well to practice 2 hours a day, whereas an adult student beginner may be better suited to 20 minutes a day. Expectations for practice time will be agreed upon between student and teacher and formally outlined in the Studio Policy Agreement.